

The Educational Weekly.

The Educational Weekly.

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CHICAGO, THURSDAY, JANUARY 10, 1878.

Editorial.

REFERRING to the Country School Programme that appeared in Number 42 of the WEEKLY and Number 1 of THE PRACTICAL TEACHER, several of our esteemed correspondents appear to think that it is good, with the customary "but it can not be used in such a school unless the pupils can be selected," and similar objections. Now in reply to these "buts" we are moved to suggest: 1. That probably no programme could be made for any one school, whether in city or country, which would exactly suit the circumstances of every other or perhaps of any other school. No two schools are, can be, or ought to be, exactly alike in all their details as to class of pupils, character of teachers, organization and management. Hence, is it either to be expected or desired that the same programme in all its details as to studies, time-table, order of exercises, and other particulars should be exactly fitted to all circumstances? We think not. On the other hand we think that above all things teachers of country schools and all other schools need to cultivate and to exercise that common sense which largely consists in the power of adapting one's self to the varying conditions and circumstances in which he is placed; which consists in extracting good from every hint and suggestion, and applying it wisely to the work in hand, and which is able to seize upon the principles underlying particular cases, methods, or examples, and building thereon an efficient and successful system of practice.

2. We are moved farther to say, very positively, that the programme referred to embodies all the essential facts of the rural district school; that having been in the business we can speak intelligently and somewhat pathetically of the actual situation; that if such a programme be not adapted in all material respects to a country school, then it is the business of the teacher of that school to bring it up to the conditions of the programme as speedily as possible, and that lacking in this ability he should attend vigorously to the personal and professional equation until he can make his side of it equal to the emergency! The teacher of every school should make himself master of the situation, instead of allowing the situation to master him. In respect to their scholarship, gradation, and the like, it is self-evident that all country schools must be somewhere between the primary and the high school. This being the case, they must be susceptible of some sort of classification approximating that of the city schools, and in the hands of earnest, determined, skillful, and industrious teachers, that approximation can be realized in practice. It is true, there are difficulties to be surmounted. But for what is a teacher licensed and employed, if not to wrestle with difficulties, and those, too, of no ordinary magnitude frequently? What the country schools, the city schools, and schools everywhere need is energy, courage, tact, industry, patience, and skill, as well as scholarship. Let them have their full share of these qualities and we shall find most of their difficulties yielding to the treatment of master workmen. *Labor omnia vincit!*

Finally; if the programme of that normal student shall be studied, if the principles embodied in it shall be mastered, and its provisions, under suitable modifications in particular cases, shall be enforced in every country school in the land, we hesitate not to say that the value of these schools will be increased at least ten fold. We hear too much said against theories. All practice, whether in the teacher's profession or any other profession, that does not rest upon a true theory, another name for sound principles and immutable laws, is simple quackery. He who masters these principles and grasps these laws is alone fitted to devise wise methods and successful systems of practice in any department. What is the telegraph, stretching over all lands and under all seas, but the practical application of pre-discovered laws and cunningly-woven theories? What are photography, locomotion, and the multifarious forms of labor-saving machinery but the practical outcome of a previous mastery of the true theory of molecular forces? And so until the true theory of education shall likewise become more fully unfolded and more generally understood, its practical methods and measures will continue to produce their imperfect and unsatisfactory results. We must learn to look through and beyond particular examples to their underlying principles. We must seek to draw wisdom from every suggestion and to gather fresh inspiration from every well-conducted plan that promises to improve the condition or increase the efficiency of our means of education. We are in no immediate danger of an excess of these plans and suggestions. Our country schools are less likely to suffer from the use of imperfect programmes than from no programmes at all. Let us therefore welcome every attempt to reduce the work to system, and seek to learn those sound principles of school economy upon which all successful practice must be based.

CHAPTERS IN SCHOOL ECONOMY.

SCHOOL RECORDS.—II.

Prof. H. B. BUCKHAM, Buffalo, N. Y.

THE second question is, For what purpose are school records to be kept? In the discussion of this question, as intimated, additional light may be thrown upon part of the first topic, viz: whether such records should be made at all.

I take it for granted that no one will keep records without some purpose to be had constantly in view. Judgments of a pupil's lessons and conduct as an abstract mental exercise would not be very fruitful of good; if it has no application to school and can be made of no use in school, it would seem to be hardly a question whether it would be worth while to keep a record. The purpose will be found within those ends which the whole discipline of the school seeks. That discipline aims at the intellectual and moral training of the pupil, and most separate parts of this discipline, or most acts regularly done in school, combine in themselves both these results. The record, if properly made,—that is, justly and with good judgment—stimulates the pupil to proper exertion. It does this:

1. By giving him a daily standard by which to measure the merit of his lesson as a lesson. He comes to know what the teacher regards as a perfect lesson and to prepare the lesson accordingly. He learns to estimate his work at what it will pass for in the class, and to ask, how must I have this lesson to satisfy my teacher? What sort of explanation will be required? What kind of question will the teacher be likely to ask about it? What points will the teacher try me about to find out whether I know it all? Records will serve this end only when they are strictly and uniformly made. Their benefit, if any, will be mutual. The teacher must have a standard of requirements and he must hold to that standard if his record is to have this effect. The pupil very soon comes to know how much he can depend on the teacher's laxity and shifting requirements, and in general he will do only what he must. If he thinks, from former experience, that a lesson poorly prepared will pass muster, he will prepare it just so as to pass muster, and this not from a conscious design to shirk, but because he unconsciously adopts his teacher's standard. The teacher who exacts what he requires will generally have it, and if he is just and prudent he is right in doing this. No teacher can uniformly get from children much more than the lowest he will generally receive, and if he insists upon it he will generally get from the average pupil nearly what that pupil has learned to expect he must give.

2. By inciting his ambition to stand high in the class. I do not say to stand first in the class, because the highest is not of necessity as high as the ordinarily good pupil ought to stand. Any pupil in at all the right frame of mind would rather rank with the best of his mates than with the poorest. If he is not quite the most diligent pupil he does not relish being regarded as among the dullards and incapable of doing at least well. He would rather be considered one of the boys who always has his lessons, who stands a good chance to win a prize or a medal, who can help the other boys if they get into a tight place, than as of no account and only a drag on the rest. Now judicious records, rightly used, by informing the pupil how far above the lowest and how near to the highest he stands, by showing him how much he is improving or falling off, or how others are doing comparatively better than he, or how he is doing compared with last term or last year, may excite a wholesome desire and effort

to do continually better. "Marks may create any degree of wrong feeling in a class, but it is not inherent in them that they should do so, but only from a faulty object in view and an unwise use of them. It is natural that pupils should want to know how well they stand, that is, how well they have done; and if ill-feeling arises it generally shows that something else besides this dissatisfaction with the teacher's judgment about lessons is wrong. If they see that they have been marked fairly they will accept it and try to maintain and improve their record. Most pupils, under right school influence otherwise, will work to keep a good rank or to get out of a low rank, and if this is not the highest motive it must be remembered that few of us do really act from unmixed motives, and that children in the nature of the case seldom work without hope of some kind of reward; they do not know much yet about knowledge's being its own reward, and they cannot yet quite rise to that plane of virtue which is indifferent to the recognition by others of the degree of merit which rightfully belongs to them. It is an unpromising sign if a pupil would as lief be at the foot as at the head of his class; to know where he stands is a constant spur to his instinctive desire to excel, and if by this and other discipline he can be made to understand that to excel one's own past and present is worthy of any one's ambition, and that to maintain a good standing in the teacher's books is right and proper for himself while it does no wrong in anyway to others, a good lesson for school and for life will have been learned.

3. By being a history of the school and of the individual pupil. The steps of progress and the rate of improvement and the steadiness or uncertainty with which an acquired position has been maintained, are sometimes of great value in a school. A pupil does not want to fall below what he has at one time been able to do, and a class is generally ambitious of doing as well as the best of its predecessors. The records show what character for scholarship and conduct has to be maintained, and an appeal not to degenerate but to advance has weight. A traditional pride in this matter is a help to the pupil who looks back upon a creditable record for himself ever since he has been in school and determines to maintain it. It is a good sign if a class or a whole school come to feel that they cannot afford to let the history of the school as shown by their records suffer at their hands and to resolve that it shall not suffer.

4. By being in this way an indication to the teacher whether he is doing his part toward keeping the school up to its honorable traditions. If he finds his classes falling below what they used to be and so the tone of the whole lower than it was, he will at once inquire into the reason and begin, if he can, the process of recovery. He has relaxed effort, or not noticed a very gradual degradation of the character of lessons, or has not been vigilant enough to pick up the little threads of power which mark the difference between first-rate and second-rate teachers, until this is revealed in the falling off of the record. It is a periodical reminder that *he* must not omit for a single day, to do all his duty, for any school begins to drop just as soon as the smallest detail of discipline is neglected or suffered to fall into disuse.

5. By furnishing the necessary data for the information of parents. This, if parents can be induced to make a right use of it, might be, as it should be, a powerful stimulus to the pupil. A record daily made, and as an aggregate in some way reported at stated times, gives the parents who are disposed to make use of it, an opportunity of assisting the teacher in maintaining the proper standard of lessons. But whatever use may be made of

it, and whether, indeed, it is at all considered or even understood by them, may, if it is the only means of letting any outside of the school itself know how pupils stand in the judgment of the teacher. If the child knows that his school work is judged by the teacher and recorded every day and may be reviewed by the parent, he will have the triple influence of those two and of his class-mates all tending in the same direction of good lessons.

In all these ways records of lessons may stimulate the individual pupil and the school to do their best. This alone will not secure the best results, but it will help toward this end. The most skillful teacher will make everything done in school contribute directly or indirectly toward whatever result is desired; it is scarcely possible to separate one part of his work from another; all parts play into and assist each other. This daily, or rather this constant judgment of the pupil should make the teacher both more just and more charitable and should accustom him to use this means in such a way as to acquire the perfect confidence of the pupil and a firmer hold and control of all he does in school. It should teach the pupil to judge himself while he respects the teacher's judgment and accepts the relative position which is assigned him. It should lead him not to study for marks, but to submit to a superior opinion of his merits and to strive to win a high place in that superior's regard. Especially if the child knows that the teacher recognizes and gives credit for what he can properly ascertain of effort made, and that this is honored as well as the actual lesson recited, he will find that the two are a constant and powerful encouragement of the best effort he can put forth. Some, indeed, will always be disappointed and dissatisfied with their record; their lessons were as good as such another's; the teacher does not like them, and so on. Those again, who habitually stand low will not like the records, or will not care how they stand. But it is impossible, if it is desirable, to satisfy chronic grumblers either in school or out; their discontent is no argument against any plan, but rather in its favor. There always will be some who do not respond fully to whatever method of inciting them to do their best the teacher may use. By strictness and uniformity of judging a lesson and by steady perseverance in applying such judgment to the improvement of lessons, nearly all may be reached; as many, probably, as can be reached by any one means. To make no record of lessons seems a loose and indifferent way of dealing with the intellectual part of school work; to make such record seems to use one of the most powerful means of intellectual stimulus. Very much, however, depends on how this record is made, and what is done with it.

The record of conduct I will consider in the next paper.

TEACHER AND DISTRICT.—IV.

C. M. WOODRUFF, of the Michigan Bar, Detroit.

Sec. 2. Amount of Teacher's Wages.

THE amount of the teacher's wages depends upon his contract with the board. In the absence of any statutory regulation, when there is no contract expressed, a teacher may recover whatever the value of his services were reasonably worth¹, for a teacher teaching in a school without a written contract is entitled to receive the reasonable value of the services performed².

When the rate of compensation is expressed, the question sometimes arises as to the term for which a teacher shall receive wages. It has been held in South Carolina, that where the custom prevails for schoolmasters to charge by the quarter and the defendant's children continued one quarter and part of

another, he was held liable for two entire quarters³; and when a teacher contracted to teach a district school a specified time, and during the time he was absent two days at one time, without the previous consent of the prudential committee, and he closed the school a few days before the time agreed upon, and this also without the previous consent of the prudential committee; but it appeared that he had sufficient reason in both instances for so closing, and the prudential committee, when the cause was made known, were entirely satisfied; it was held that the teacher was entitled to recover pay for the time during which he actually taught, at the same rate of compensation agreed upon for the entire time⁴. In an English case where a child at school, for whom payment was made quarterly, was sent home on account of illness four days after the commencement of a quarter, and did not return, it was then decided that the master was entitled to a whole quarter's schooling, although there was no express contract for a quarter's notice, or a quarter's pay, and although the school was a day school, in which the child was the only boarder⁵. And when a duly qualified teacher contracted in writing on the 9th day of May to teach the defendant's school for three months from and after April 18, 1871, at \$42 a month, and thereupon taught from said 9th day of May till the expiration of three months from said 18th day of April, it was held that he could recover for said tuition at said stipulated rate⁶.

A teacher, having a proper certificate from the town superintendent of schools, was hired to teach a school for the defendant for the term of three months. He taught six weeks, when most of the district became dissatisfied with his school, and only one or two scholars attended. The stove legs and pipe were carried from the school house, and the plaintiff had to close school, but was requested by the prudential committee to hold himself in readiness to go on with the school the remainder of the term, which he did and could get no other employment. The prudential committee made no effort to put the school house in condition for the school to continue. Held, that the plaintiff was entitled to recover for the full term⁷.

Generally, a school month is four weeks of five days in each week, unless otherwise stipulated.

Sec. 3. When is the Teacher's Salary Forfeited?

The teacher must ordinarily have performed all that his contract with the district requires of him to entitle him to receive wages, before he can demand such wages. The salary may be paid in installments in such sums and at such intervals as is agreed upon, or as is customary. Any statutory requirement constitutes a part of the teacher's contract, although no mention may be made of it. It has consequently been decided that a teacher could recover no pay for his services, until he had filled up and completed the register of the school kept by him in compliance with any statute which may require such register. And the school committee have no power to waive a performance of this duty by him⁸. In Vermont, however, where the public money given to a district depended upon the actual attendance of scholars, and the teacher was required to answer statistical inquiries to teachers contained in a school register, and to certify to the correctness of her record of such attendance, and deportment of scholars, it was held that a teacher of a common school does not forfeit her salary by neglect to answer such inquiries, and to certify to the correctness of such record; but that the teacher is liable to make good to the district the amount of public money which her neglect may cause the town to lose⁹. New Hampshire, under a similar law to that in Massachusetts, follows the decision in *Jewell vs Abington*, above quoted, holding that the teacher can not be lawfully paid for his services, until he has made a report to the Superintending Committee, as required by statute¹⁰. But when the teacher is prevented without any fault on her part from teaching to the close of the term, the fact that she did not make the entries in the school register which the law requires to be made at the close of the school does not prevent the recovery of her wages¹¹. In Louisiana, on the other hand, it is held that an act of the legislature requiring that the warrant drawn for the salary of any teacher should be accompanied by a statement of the number of children taught, is merely directory, and such statement was not meant to be a necessary adjunct of the warrant, without which it could not be paid¹².

In Michigan the statute requires among others things that "all contracts (with teachers) shall be in writing, and signed by a majority of the district; said contract shall specify the wages agreed upon, and shall require the teacher to

¹ *Offert vs Bourgeois*, 16 La. An. 163.
² *Jones vs School Dist.*, 8 Kan., 362.

³ *Keckley vs Cummings Harper*, (S. C.) 267.
⁴ *Mason vs School District*, 20 Vt. 487.
⁵ *Collins vs Price*, 5 Bing. 138.
⁶ *McKinney vs School Dist.* No. 45, 20 Minn. 75.
⁷ *Broomey vs Sch. District* 381.
⁸ *Jewell vs Abington* 2 Allen, (Mass.) 592.
⁹ *Crosby vs Sch. Dist.* (Barret, J. dissenting) 35 Vt. 623.
¹⁰ *Moultonborough vs Tuttle*, 6 Foster, (N. H.) 470.
¹¹ *Scott vs Sch. Dist.* No. 2, 46 Vt. 452.
¹² *Miahle vs Feunet*, 13 La. An. 607.

keep a correct list of the pupils, and the age of each attending the school, and the number of days each pupil is present, and to furnish the director with a correct copy of the same at the close of the schools¹³. It has been decided, under this statute, that it is not necessary to the validity of a contract between a teacher and district, that this provision be inserted in it, the statute being said to be directory merely, and not mandatory, and the condition entering into the teacher's contract by virtue of it, whether expressed or not. It will be observed, however, that this decision does not go so far as to hold that the teacher could recover wages from the district, if she did not keep the required record. That, in Michigan, is an open question, and in this as in every state, the teacher should put himself on the safe side, by keeping such list as required by law.

Of course it is a good defense to an action by a teacher against a district for wages, that she had no certificate, in states where such certificates are required. This has been heretofore amply illustrated. But when a school teacher, abiding the direction and the convenience of the superintendent, was examined after she had begun the school, and received an antedated certificate; and was dismissed after teaching a few weeks, and carried away the school register, but returned it to the school district clerk before she commenced her suit for wages, but without notifying the prudential committee of its return; it was held, that her claim for wages was not defeated, and it was further held that evidence that she had given to some of her scholars in answer to certain impertinent, if not impudent, inquiries, on account of a trouble she had had in a former school, offered to show that she was untruthful, was properly excluded¹⁴.

VILLAGE AND CITY SCHOOLS.—I.

Supt. AARON GOVE, Denver, Colorado.

ATTEMPTS to make laws or formulate theories for the guidance of principals of village schools are often made without desirable results. Although such schools all over the land are counted by hundreds, yet, like the passing clouds, no two are found that are the same in position, condition, or surroundings. Young men, when taking charge of such schools, are prone to follow literally that which they have learned from others, not taking care to modify their own working to suit the condition of what they find.

There are, however, some principles which can be stated that are applicable to all such work; and others, that can be put in such form as will invite or compel modification, and which may be good for all village schoolmasters. The purpose of these papers is to review some of the duties of the class of teachers to which reference has been made; to note what observation and experience have taught the writer to be sins of omission and of commission. In making these statements the young teacher is constantly in mind, for it is to our young men that the profession must look for its preservation and prosperity; they must be taught, urged, coaxed, if need be, to work arduously for the elevation of the teacher's professional condition.

Let us first look at those duties of the principal which relate to the care and protection of property. He is the custodian, for the time, of all the buildings, furniture, apparatus, and surroundings. Although the title to the property is not in his name, but in that of the board; although, nominally, he is protector of nothing, really, he is guardian of every dollar which his town has invested. This alone is a great trust.

A student, with his college diploma, brand-new, who has never been the possessor of more than a thousand dollars at one time, by being placed in charge of the village school becomes the custodian of fifty, often (more's the pity) one hundred and fifty thousand dollars. Any single capitalist having that amount in real or personal property would use much time in looking after it, and through it his own interests. The public property should be guarded no less carefully; the school superintendent is the man appointed and paid for such service. All needed repairs should receive prompt attention; the board should be at once notified, that the matter may be taken in time. A leak in the roof that can be stopped to-day for five dollars, if neglected, may cost fifty. A broken banister, a cracked casting, a burnt stove or furnace lining, even a broken fence picket or rail should be promptly repaired. Who is there, who sees all the various appurtenances of the school and grounds each day and sees them as the responsible party, like the superintendent or principal? Even though a committee of the board has been appointed to look after just these matters, that committee can not be expected to make daily inspection visits; and such visits are indispensable.

¹³ Comp. Laws of Mich.

¹⁴ Wells vs School Dist., 41 Vt. 353.

The principal should know the exact financial condition of his town, and especially of the board. A man is improvident indeed who, without regard to his income, goes on investing in houses, lots, furniture, or luxuries for home. A school board is not less improvident if, with a small treasury, it invests, at the suggestion of the school-master, in costly apparatus and fine furniture. Every man that has charge of a system of schools has an eye to the fine appearance of his buildings, inside and outside; all desire the best and most elegant furniture. Many boards spend money upon the advice of the principal; he, then should always be prepared to know for what he can in reason ask. He should be prepared to deny himself and his school any luxuries or even so-called essentials, when the financial condition will not justify their purchase. Maps, reference libraries, philosophical apparatus, desks—all these often are counted necessities. They are not. Whatever one does, he should remember that fine buildings and furniture will never make a good school; a poor house may contain an excellent school.

The appearance of the school building and its grounds must be regarded, to some extent, as indicating the character and work of the principal of the school. True, as has been said, he is not always directly responsible, but all necessary power will, in time, be vested in him.

In closing this paper, perhaps nothing better can be said on the principal's care of property than this. Let him treat all the property as he would if it were his own, bought with his own hard-earned money, and repaired and renewed from his private purse.

The school-life of children affords ample time for obtaining a thorough education, equal to what has been usually called an academical education. It is a hurtful error to suppose that it is necessary for a child to spend years to obtain a progress that ought to be acquired in as many months. Yet many children spend ten or twelve years in school and never extend their course of study beyond simply reading, writing, and the first principles of arithmetic, and such seldom arrive at more than a limited attainment. It is not a detraction to say that a large portion of children shamefully idle away most of their school-life. This ought not so to be, and ought not longer to be permitted. It is a breach of trust committed to those who are responsible for it, and a waste of money appropriated for our schools.—*Hopkinton (Mass.) Sch. Com.*

Teachers have work to do outside of the schools, in establishing literary societies, reading-rooms, and fostering lyceums, etc. You should each be the educational head of your county. It would be a great work to organize a literary society in every school-house in the state,—it would draw both boys and men from the tavern and the store, and give them an interest in books and papers. I know you have a man's work on hand now; but I know, too, that the man to do work is the one who has most of it to do,—nobody expects much of an idle man. No man knows how much he can do till he has tried; and you will do your present work better for this addition. As you lift up public sentiment you lift up the schools.—*J. P. Wickersham, Supt. Penn. Pub. Schools.*

The society formed in France a year or two ago for the purpose of surveying for a canal to unite the Atlantic and Pacific by the Darien route is making progress in its operations. Its explorers are busily at work in the United States of Colombia, under the direction of Lieut. Wyse, who reports his confidence that an inter-oceanic canal by way of Colombia will soon be an accomplished fact. He specially favors the Colombian route, because it will not require such expensive locks as the Nicaragua route, while the lowest gradients and the narrowest isthmuses are also to be found in Colombia.

SELECTIONS FROM GOETHE.—II.

MAXIMS AND REFLECTIONS.

Arranged by S. P. BARTLETT.

EVERY one must think in his own way; for he will always discover some sort of truth or approximation to truth which helps him through life. But he must not let himself drift along; he must exercise self-control; it becomes not man to allow himself to be ruled by mere instinct; unlimited activity of any kind must at last end in bankruptcy.

—Originality challenges originality.

—Men come to mistake themselves and others because they treat the means as an end; the consequence being, that their very activity prevents their accomplishing anything, or perhaps effects the reverse of what was designed.

—Generalizations and self-conceit are always preparing the most lamentable mishaps.

—It is extremely difficult to correct, and sift, whole, half, and quarter errors, and to put what of truth they contain in its proper place.

—The smallest man may be complete by confining his actions within the limits of his capacity and skill; but even fine gifts are obscured, ruined, and annihilated, if the indispensable proportion be wanting. This mischief will often display itself in this new time; for who can hope to fulfill satisfactorily the claims of an age every way full of exaggeration, and also in rapidest movement.

—What we plan, what we undertake, should already be so clearly mapped out, and so beautiful in its proportions that the world by interfering could only mar it. We should thus be in an advantageous position to adjust what might have got out of joint, and to replace what had been destroyed.

—Let the active, able man deserve and expect:

From the great—grace;

From the powerful—favor;

From the good and active—help;

From the multitude—liking;

From the individual—love.

But what is your duty?—To fulfil the claims of the day.

The South.

THE Arkansas State Teachers' Association was postponed from the holidays until some time in the summer of 1878.—*The Eclectic Teacher* favors a southwestern teachers' association.—Hon. H. S. Thompson, State Superintendent of South Carolina, will present a "bill" to the legislature which will, if it becomes a law, correct many of the evils which at present exist in the public school system of that state.—The proceedings of the last Georgia Teachers' Association have been published and are full of interest. Copies may be obtained by sending stamp to W. B. Bonnell, the Secretary, Atlanta.—Hon. Alexander Stephens has educated more than sixty young men in the schools and colleges of Georgia.—The public schools of Atlanta, perhaps the best in the state, have about twenty-five hundred pupils enrolled.—In the public schools of Macon there is an increase of twenty per cent in attendance over last year.—Atlanta has a private Kindergarten.—The University of Georgia has graduated six governors, twenty-six United States Senators and Congressmen, and forty-nine judges.—"Miss Julia Kendall has been elected principal of the colored Normal School with Prof. E. J. Edmunds as assistant. It is the purpose of the Board to secure the services of competent lecturers."—*Weekly Louisianian, New Orleans.*

KENTUCKY.

Facts and figures in regard to the system of public schools in the state show an urgent need of activity on the part of the friends of popular education. There are, as shown by Supt. Henderson's Report for the year ending June 30, 1877, 40,000 white and 50,000 colored qualified voters who cannot read and write—equal to one third of the electors of the state. The revenue for school purposes for the current year yields only \$1.65 *per caput* for white pupils and only 52 cents for colored. Formerly all the taxes paid by colored people went into the school fund for the whites; now they are applied to the education of colored children. In 1871, the number of pupil children was 405,427; now there are 470,323 an increase of 64,896. In 1871 real estate stood at the highest valuation; it has been constantly declining since that year; so that Kentucky is poorer in 1877 than she was in 1871 by \$50,000,000. Again, the school revenue in 1871 was \$968,176; in 1876, \$823,614. The great decrease in the valuation of real estate and the increase of children can readily be seen as the cause of the falling off in the amount *per caput*. For the purpose of giving our readers a proper idea of some of the defects of our laws regulating school finances, we quote from the State Superintendent's Report, as follows:—"As long as the revenue laws remain as they are, the State Auditor will not be able to furnish an exact estimate of the school revenues. The money that will be paid teachers this year is not money collected last year and laid up in the State Treasury, but is money to be collected the current year in which the schools are taught. The Governor, Auditor, and the Superintendent have urged upon the legislature a change of the revenue laws so as to secure an earlier payment of the taxes; but though the subject has been before the last several legislatures, and favorably reported on by the committees, the General Assembly has failed to rectify the matter."

FACETIÆ.

A LITTLE girl who had often heard her mother speak of her father, who was somewhat bald, as being a self-made man, asked her one day, if her father was a self-made man, why he didn't put more hair on his head.

—In a Connecticut district school a few days since, a little boy, six years old, was seen to whisper, but denied doing so when reproved by the teacher. He was told to remain after school, when the teacher, trying to impress upon his youthful mind the sinfulness of not speaking the truth, asked him if they did not tell him, in the Sunday school, where bad boys went who told falsehoods. Choking with sobs he said: "Yes, marm, its a place where there is a fire, but I don't just remember the name of the town."

—A Scotch dialogue from *Punch*: "'Been to school, little lassie?' 'Aye, sir.' 'Good girl—there's a penny for you.' 'Thank you, sir. I'll hae to be steppin'—but awm gaun to skeull i' the mornin'—wull ye be this way i' the efterneun?'"

—Professor—"In one evening I counted twenty-seven meteors sitting on my piazza." Class expresses great astonishment at the sociable character of the heavenly bodies.

—A teacher in one of our grammar schools inquired, "What was the cause of the Revolutionary War?" The prompt reply was, "The Yankees wanted the Fourth of July and were bound to have it."—*Boston Traveler.*

—A bright lad was reciting some English poetry to his mother, and, among other things, gave the "Burial of Sir John Moore." "What do you like best in that piece," asked the mother? "Few and short were the prayers they said," was the boy's reply.

FACTS FOR TEACHERS.

(Gleaned from the Press.)

ISTHMUS CANAL PROJECT.—Lieut. Wyse, of the French Navy, reports favorably on his official explorations of the Isthmus of Darien, with a view to the project of an inter-oceanic canal. He believes that it could be most easily executed directly from the valleys of the Tupisa and Tiati to the Gulf of Uraba, and would not require any locks. Another line surveyed connects the valley of the Tuyra (a river flowing into the Pacific, and of which the Tupisa is an affluent) with the Caquirri, flowing into the Gulf of Uraba; but this would need five locks, each with a rise or fall of more than thirty feet, and also a short tunnel. Lieut. Wyse estimates the cost of the proposed work as not excessive.

—The superintendent of a factory in Canada which manufactures paper from wood says that the process is now so much improved that the paper can be made ready for use in six hours from the cutting of the tree.

—A Natchez newspaper, describing the changes in the course of the Mississippi River, says that St. Joseph and Rodney have been left inland; Vicksburg is left on a lake; Delta will soon be washed away; a cut-off has been made at Grand Gulf, and by another season Port Gibson and Claiborn county will have no landing.

—The report of the Postmaster-General shows a decrease of nearly \$5,000,000 in the sales of stamps, etc., and the money-order business, and a deficiency, excluding the accounts of previous years, of about the same sum; but the expenditures were \$3,353,000 less than the estimates. In transmitting supplies of stamps, amounting to over \$26,000,000, only two packages were lost, and their value amounted to but \$82.15. The loss of registered letters is but one-fiftieth of one per cent.

—The buildings of the coming Paris Exhibition in 1878 are the largest yet conceived for the purpose. The nave of the main building is nearly 2,200 feet long; the vista, which includes the two vestibules, is more than 2,360 feet, and each of the transepts and vestibules, more than 1,100 feet. The eight industrial courts are all parallel, and are divided into two series of four each; one series being devoted to the productions of France, and the other to the rest of the exhibiting nations. In the center of the garden between the two series are two ranges of fine art galleries. On the opposite side of the river is the Trocaden Palace, which is to be devoted to the history of man from the savage state down to the most modern appliances of science and art. It will afterward be used as a municipal museum.

—That the ocean has its region of calms is a well-known fact; but that there is such a quarter on land is not so generally understood. It is claimed, however, that there is just such a quiet region, and that it is due to this natural phenomenon that the climate of Kentucky, Tennessee, and the northern portions of Mississippi, Alabama, and Georgia is so congenial.

Notes.

GENERAL.—Mr. Thomas A. Edison, the inventor of the talking phonograph which was recently described in these columns by an article from the *Scientific American*, has constructed a new and larger machine, which not merely speaks with great clearness, but loud enough to be audible at a distance of 175 feet.—Professor Huxley defines technical education as the teaching of handicrafts, and the requirements thereof he sums up to be reading, writing, ciphering, a taste for one's calling, an acquaintance with the elements of physical science, a knowledge of a foreign language, and the scrupulous avoidance of the practice known as "cramming". As to the means for carrying out this ideal education, Professor Huxley strongly advocates the more extended teaching of natural science in the public schools, and he thinks that the mode of instruction should be especially practical and experimental. He also recommends some special means for utilizing in the public interest unusual talent or genius found in schools.—Fifty large-sized, first-class locomotives have lately been ordered from Russia, and are now being manufactured in Philadelphia. They are to be completed during March next. In all, nearly 2,000 men will be required on the job for which about \$500,000 is to be paid.—English capitalists are said to have decided to construct an underground railroad the whole length of New York City.—The formal opening of the American Museum of Natural History at New York occurred Dec. 22, 1877. President Hayes performed the ceremony. President Eliot and Professor Marsh were among the speakers.—The N. Y. *Tribune* has been "introduced" into the reading classes of the Riverside Seminary, N. Y.—Ralph Waldo Emerson has been elected one of the foreign associates of the French Academy of Moral and Political Sciences, the fifth coördinate division of the Institute of France.

LITERARY.—*The Galaxy* has passed from the hands of Sheldon and Company to the enterprising publishers of the *Atlantic*, H. O. Houghton & Co., who will merge it with that magazine. It was always a welcome magazine, and always contained at least one article of extraordinary interest. The *Atlantic* will undoubtedly have the benefit of some of this freshness and vigor.—The first number of *Vick's Illustrated Monthly*, January, 1878, has appeared, and proves to be just what is wanted by the hundred thousand patrons of that enterprising horticulturalist. The price is only \$1.25 a year. Address the publisher at Rochester, N. Y.—The January-February number of the *North American Review* contains the following articles: "Charles Sumner," Senator Hoar; "A Crumb for the Modern Symposium," Prof. John Fiske; "The Art of Dramatic Composition," Dion Boucicault; "General Amnesty," J. Randolph Tucker; "The English Aristocracy," W. E. H. Lecky; "Reminiscences of the Civil War," General Richard Taylor; "The Origin of the Italian Language," W. W. Story; "Ephesus, Cyprus, and Mycenæ," Bayard Taylor; "Capture of Kars and Fall of Plevna," General G. B. McClellan; "Currency Quacks and the Silver Bill," Manton Marble; and notices of Woolsey's "Political Science," Proctor's "Myths and Marvels of Astronomy," Geikie's "Life and Words of Christ," Sullivan's "New Ireland," Bowen's "Modern Philosophy from Decartes to Schopenhauer and Hartman," Avery's "California Pictures in Prose and Verse," Linderman's "Money and Legal Tender in the United States," Victor Hugo's "Histoire d'un Crime," Cook's "House Beautiful," Trowbridge's "Book of Gold and other Poems," Klunzinger's "Upper Egypt," and Habberton's "Badge and Toddie." For sale by all booksellers and newsdealers generally.—The new year for *Littell's Living Age* opens with the number for the week ending January 5. Owing to the recent establishment of important periodicals abroad—notably *The Nineteenth Century* in England—and to the simultaneous improvement of others, a fresh impetus has been given to foreign periodical literature; the ablest living thinkers and writers being enlisted in its service to an extent heretofore probably unequalled. *The Living Age* presents with satisfactory completeness what is most valuable in this literature. The publishers already announce for early numbers of the new year articles by Louis Kossuth, ex-Governor of Hungary (on the Turkish Question), Prof. Max Müller, Prof. Goldwin Smith, the Duke of Argyll, Rt. Hon. W. E. Gladstone (on Courses of Religious Thought), Richard A. Proctor, Prof. Owen, and others (Studies in Science), Francis Power Cobbe, Alfred Russell Wallace, Prof. J. C. Blackie, Edward A. Freeman, Matthew Arnold, J. Leslie Stephen, John Ruskin, and other eminent writers. In the department of fiction the best foreign authors will be represented in serial and short stories. The publication of a new story by William Black is to be begun in January, from advance sheets, and other attractions will follow. The beginning of a new volume is a favorable time for new subscriptions, and the publishers still present to new subscribers for 1878 the last seven numbers of 1877,

which contain the first installments of a fine new German serial, translated for *The Living Age*; also a serial story by Miss Thackeray, and the usual large amount of other valuable matter. Littell and Gay, Boston, are the publishers.

REVIEWS.

COMPLETE Arithmetic, Theoretical and Practical, by William G. Peck, Ph. D., LL. D., Professor of Mathematics and Astronomy in Columbia College, and of Mechanics in the School of Mines. (A. S. Barnes & Co., New York, Chicago, and New Orleans. Price, \$1.12, sent by mail, post-paid.)—This little book, which is printed in large, readable type, professes "to present in logical order and within moderate limits all the fundamental principles of arithmetic, together with their most important applications to the wants of the student, the artisan, and the man of business;" and to a considerable extent it accomplishes its professed object. The author has not gone far from the well-beaten track of arithmetic makers. He has, however, either entirely eliminated or judiciously curtailed the proportions of some of the more abstruse topics, thereby giving opportunity for more extensive work in topics which are of the most practical nature. In this respect, the author is well worthy of imitation, and the book of consideration as a text-book. We note with pleasure the accuracy of some definitions, as those of factor, composite and prime numbers, on page 65, but regret that the same accuracy could not have prevented the careless use of "exactly" in definitions on page 72. By those definitions 4 is a common divisor of 8, 17, and 29, since it will "exactly divide each of them."

The continuance of the habit of instructing our youth in the subjects of ratio and proportion from a French stand-point, we regard as decidedly objectionable. Most modern arithmetic makers agree that in the question, "What is the ratio of 3 to 15?" the answer expected is with special reference to 3, the inquirer using 15 simply as a unit of comparison. The answer from an English standpoint then, appears logically to be $\frac{1}{5}$, and not 5, as is laid down by Messrs. Davies & Peck in their entire series of mathematical text-books. We suppose ratio to mean and to suggest the concept of relation. Suppose a teacher should say to one of his pupils: "Jane, what relation are you to the old gentleman with whom I saw you walking yesterday?" If the gentleman were her uncle, would she not naturally reply, "Niece?" Would not Messrs. Davies & Peck with all their pertinacity in the matter of *relation*, consider the young lady a candidate for a strait jacket, if she should reply, "Uncle?"

Little Paul. From "Dombey and Son," of Charles Dickens. Illustrated by Darley. (New York: John R. Anderson. Price \$1.00. 1878.)—This is the first of a series of twelve volumes to be issued under the general title of "Dickens' Little Folks." It is handsomely bound, and will be at once welcomed in all families where the larger works of Dickens have found a place. The design of these volumes is simply to present, in the words of the author himself, those scenes and sketches in which the characters of children were originally portrayed, and which have proven so entertaining to both old and young.

Elementary Lessons in Physical Geography. By Archibald Geikie, Director of the Geological Survey of Scotland. (London and New York: Macmillan & Co. 12 mo. 375 pp.)—This is a work, supplementary and more extended, by the author of the *Primer of Physical Geography*, of the "Science Primer" Series. It is what its name purports, an "elementary" physical geography, and dwells on the familiar physical features of the earth, and their causes. Our common school physical geography is too often a mere synopsis of all the natural sciences, cumbersome and aimless. This is an easy, and yet thorough investigation of the causes of the present condition of the surface of the earth in its main aspects. Its design is to lay a foundation for the teaching of science. It groups a few facts to elucidate a principle, rather than multiplies them to form a cyclopædia. After a chapter or two on the earth as a whole, related to the rest of the universe, it has chapters on the *atmosphere*, its composition, pressure, temperature, moisture, and movements; then on the *sea*, its currents, temperature, saltiness, and its offices; on *continents and islands*, their mountains, plains, and valleys, and their origins; the effect of running water, underground water, and frozen water; all treated as dynamical agents in working out the great unit, *the earth*. The book closes with an interesting sketch of the geographical distribution of animals and plants, describing the marked biological regions of the world. It is illustrated by some colored maps and wood-cuts. It would make a good school text-book.

Correspondence.

NOTES BY THE WAY.

LA SALLE—PERU—OTTAWA.

E. W. SCHREEB, a graduate of Michigan University, is superintendent of La Salle public schools. There are three buildings. Four gentlemen teachers are employed. Ten ladies assist in the work.

Peru is connected with La Salle by a street rail-way. La Salle is the western terminus of the Illinois and Michigan Canal. Here are located the greatest zinc factories in the world—four in number. The mineral is brought from Wisconsin and Missouri. Here and at Ottawa may also be found glass factories and extensive coal mines.

The public schools of Peru are under the skillful guidance of Supt. G. B. Stockdale, formerly occupying a like position in Philadelphia. Prof. Stockdale is a gentleman of high literary culture and is an old veteran in school affairs. Miss A. E. Waugh is the efficient assistant in the High School. Mr. Falk is teacher of German and book-keeping. The Peru schools are in fine condition. This is the battle-ground upon which Supt. Powell of Aurora won a brilliant victory. The teachers received us gracefully, and at departing the school-boys pelted us with mud. We did not blame the boys,—mud was plenty, the mark large, and consequently the temptation great.

The train took us to Ottawa through scenery that reminds the Yankee of "Down East." "Rocks and rills" were seen, and as we swiftly passed them by it left an impression similar to that which one retains at the close of a panoramic entertainment. "Starved Rock" could he seen just across the river, east of Utica. The brakeman bawled "Ottaway," and we landed to be hauled, pulled, and cordially invited to take a bus to the White House, etc. We can't tell you all about the cordial reception we received at the hands of Supt. H. H. Smith, Supt. R. Williams, Col. E. B. Gray, and others. Ottawa is a kind of educational center. Twenty-nine teachers employed in the public schools here. This is the banner town in regard to the WEEKLY. Twenty-five different subscriptions were taken of as many teachers; of the other four, three had sisters who subscribed, and the other will soon be *non est*—or two—or better half,—i. e., she resigned in order to wed.

CAPITAL NOTES.

Although the wagon roads were almost impassable, yet the railroads leading from different sections of Illinois brought many of her best teachers to the State Teachers' Association, which convened in the capitol at Springfield during the holidays just passed. On Wednesday morning, State Supt. Etter cordially received the superintendents,—about twenty-five in number. We dare say that those who never attend these associations need most their assistance. We saw a larger proportion of ladies present than gentlemen. There are but 9 ladies holding the office of superintendent of schools. The following were present: Miss Mary Allen West of Knox, Miss A. E. Frasier of Mercer, Miss M. J. Reed of Piatt, Miss Mary L. Carpenter of Winnebago. Supt. Reed tells us that she has been visiting schools this winter traveling on horseback. Supt. West made the remark that she regretted that nearly all of the programme of the association was given up to other matters to the exclusion of the interests of the country schools.

The Leland House was the center of attraction when "play hours" came round. Here could be found the college professor; the preceptress; the city superintendent; and the smaller fry; and last but not least, the book-men, happy with their books. We noticed the following firms represented: Van Antwerp, Bragg & Co., by Slocum and Dillman; Harper and Brothers, by Leslie Greenwood; Sheldon and Company, by S. S. Veitres; A. H. English & Co., by Hunt and Babcock; Iverson, Blakeman, Taylor, & Co., by Herrick and Bachelder; D. Appleton & Co., by C. E. Lane; Scribner, Armstrong & Co., by O. S. Cook. The American Encyclopædia was on hand. Mrs. Wilson took subscriptions for the Chicago Evening Journal. THE EDUCATIONAL WEEKLY was kept busy in the hands of John W. Cook and the writer. About one hundred subscriptions were taken. Readings were given by Abbie Sage Richardson and Helen Potter; both drew full houses. Dr. McCosh of Princeton College, N. J., drew a full house, but his hearers could not appreciate what he said, his Scotch pronunciation being too much of the brogue for Yankees to understand even at short range. He is a grand-looking man; strong, yet his hair is white as the driven snow.

Gov. Cullom is a sociable man; he shook hands with teachers until he appeared tired. Supt. Pickard's address on the Higher Education of Women called out more ladies than any other. Prest. Ailyn was elected president by a close vote;—there being much party feeling aroused in the canvass.

CORRECTION.

TO THE EDITOR OF THE WEEKLY:

A CORRESPONDENT OF THE EDUCATIONAL WEEKLY, signing himself "A Member," seems to have attended the Council at Detroit to little purpose. He speaks of my resolutions as an attempt to remove the colleges of the Congregational Churches from the place they have always held in their regard. Those resolutions counseled the concentration of their regard in those already established, *till these were thoroughly endowed*.

He also says that I opened against the report. I said nothing about the report, except to briefly thank the Council for it. Neither were my words "aggressive" in reference to denominational colleges. My sole purpose was to interest a body of intelligent religious men in great educational institutions, which in the midst of their own churches are sure to exert a great influence for good or for evil. I was conscious of not doing the subject justice. I was

conscious of a strong adverse feeling; but I did not regret the effort, nor do I think so poorly of myself or of my brethren as to believe it altogether unsuccessful.

UNIVERSITY OF WISCONSIN, Dec. 26, 1877.

JOHN BASCOM.

QUERIES AND ANSWERS.

TO CORRESPONDENTS.—Make your answers as brief as possible and not sacrifice clearness. Never send an answer or a question on a postal card. Never make any cancellation marks in your solutions. Always revise your answer before sending, to see that it is perfectly clear and containing no errors. The shortest and best answers will be published in preference to others. Questions will be republished for six weeks if no answer is received. When it is possible, send your own answer when you send the query.

QUERIES.

JANUARY 3, 1878.

1. What sea was formerly the commercial highway of nations, and what may be termed so now?
2. What are the latest discoveries made in exploring the unknown regions near the North Pole? the South Pole? Give dates of discovery and by whom made. Why is the region around the North Pole more an object of investigation than that around the opposite part of the globe?
LIBRA.

3. Friction increases as the pressure increases, also as the surfaces in contact are more extensive. So says philosophy. Is this so where both the surfaces in contact are hard and smooth? To draw a block of marble 4 feet long, 6 feet thick, 3 feet wide, which side should be placed down to need the least power, both surfaces being smooth?
Q.

QUINCY, MICH.

4. Four persons live at the respective contiguous corners of a public square on which stands a school house to which A has to go 30 rods, B 40 rods and C 50 rods. What distance does D live from the school-house? D. H. D.

5. Where, when, and by whom was the first vessel built in America?
6. Does the Society of Cincinnati exist at the present time? Who is its president now?

7. Who was the author of the so-called Monroe Doctrine?
8. Did the Panama Congress ever hold a session?
9. Which shall we accept as the date of the settlement of New York, 1614 or 1623?

10. When did we acquire Florida?

J. M. D.

JANUARY 10, 1878.

11. Why is venous blood dark colored? Our text-books tell us the dark color is due to impurities; yet the impurities enumerated are transparent, and are represented as being held in solution, only, not in combination.
B.

12. What must be the horse-power of an engine which moves with constant speed of 20 miles an hour, over a level track drawing a train whose weight is 40 tons, the resistance from friction being 320 pounds?

J. I. GROVES.

13. I should like to learn through the columns of THE WEEKLY what authority, if any, there is for such expressions as the following: A ten foot pole, a three gallon jar, a five ounce vial, a six quart can, etc. Do the best speakers say a five ounces vial, a six quarts can, a ten feet pole, etc.?

E. B. F., JR.

14. The books say, "The multiplier must always be conceived as an abstract number." Is it not equally true that the multiplicand must be conceived as an abstract number? Can there be any mental operation on numbers unless they are conceived as abstract? Is there or can there be any such thing as a "concrete or denominate number?" Is number or can it be anything more or less than a concept of the mind?
H.

15. A man left a circus farm one mile in diameter to be divided among his four sons, four daughters, and wife. His four sons should each have one of four circles, whose circumferences are tangent with the circumference of the large circle, also tangent with each other. Each daughter should have one of the four corners situated between the point of contact of the small circles, and the points of contact of the small circles with the large circle. The wife should have the portion enclosed between the small circles. How many acres does each one respectively have? Will some one give a solution without the use of logarithms.
D. W. MILLER.

16. I offer the following equation to be reduced as a quadratic:

$$\sqrt{x} - \frac{8}{x} = \frac{7}{\sqrt{x}-2}$$

THEO. J. SMERSH.

17. Each side of the base of a triangular prism is 2 inches, its length 14 inches; find the contents.

18. Two globes, each 5 inches in diameter; and two cubes, each 5 inches in length, were melted into one cube; how long was the side of this cube?

THOS. WILSON.

19. A printer uses a sheet of paper for every sixteen pages of an octavo book. How much paper will be required to print five hundred copies of a book containing three hundred and thirty-six pages, allowing two quires of waste paper for every ream, the waste paper to be estimated only on the entire reams?

A SUBSCRIBER.

Educational Intelligence.

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Orders for subscription may be sent to the above editors, if preferred. Items of educational news are invited from superintendents and teachers.

CHICAGO, JANUARY 10, 1878.

WISCONSIN.

MINUTES OF THE SEMI-ANNUAL SESSION OF THE WISCONSIN TEACHERS' ASSOCIATION HELD AT MADISON, DEC. 26-28, 1877.

(Concluded from last week.)

FRIDAY Morning, Dec. 28:—Association met in the Senate Chamber. Prof. Kerr presented a memorial address on the death of Prof. O. R. Smith, of Sparta. The thanks of the Association were extended to Prof. Kerr for his address, and a copy requested for publication. On motion, the discussion on the subject of a "State Tax" was postponed.

Prof. Maryatt was asked to furnish a copy of his paper on "Compulsory Education" for publication in the *Journal*.

Mr. McGregor read the report of the committee on the "Study of Drawing in the Common Schools."

Prof. Haskins, of Milwaukee, gave a lecture on "The Telephone," for which he received a vote of thanks from the Association.

Discussion on Mr. McGregor's paper:

Mr. MacAlister and Prest. Albee thought the paper the best ever presented before the Association on this subject.

Mr. Salisbury thought the teachers in the institute took great interest in the subject of drawing whenever it was properly presented.

Mr. Thayer has had an experience similar to that of Mr. Salisbury. He thinks that systematic work can not be done in the common schools.

Mr. Parsons has found teachers using the suggestions given in institutes.

Moved and carried that this paper with the other proceedings of the session be referred to the Executive Committee with instructions to consider the advisability of printing the same, and to report to the Association.

Supt. Searing read the report of the committee on a "Course of Study for Mixed Schools" as follows:

Course of Study for Mixed Schools.—The Committee strongly favor the theory of a uniform course of study for mixed schools. There are, however, many practical difficulties in the way of the successful adoption and use of such a course. Among those difficulties are: 1. The varying lengths of school terms. 2. Irregular attendance. 3. The constant change of teachers. 4. The independence of district boards, and their unfitness to cooperate in securing so large a reform. 5. The absence in uniformity of books. 6. The lack of permanence and authority in the supervising power. While the committee recognizes in these great and embarrassing obstacles, they, after careful reflection, do not consider them, individually or collectively, insuperable, and in view of the undeniable advantage of work uniform in amount, character, and methods, they recommend that the experiment of a uniform course be fairly and thoroughly tried, under the general direction of the State Superintendent. We recommend that the basis of such a course be the last July report of the Committee on Education for good citizenship. That a committee be appointed to draft such a course. That the course be minute and specific instead of general and indefinite. That the course contain a supplementary course, suitable to schools containing advanced pupils who have successfully finished the previous course. That the Institute Committee print such course in the Institute Syllabus. That special efforts be made to explain and introduce such course through institutes. That the State Superintendent prepare a circular embodying the course with suitable comments and explanations. Finally the Committee think that no legislation is necessary to carry out this plan.

Supt. Searing was most decidedly in favor of trying the experiment of a course of study in all of the mixed schools of the state, and wished to be so entered on the record.

Prest. Whitford wished to hear from the superintendents of those counties where some system of study has been tried.

Mr. Walker was strongly in favor of the plan.

Mr. Parsons has established a course of study in Richland county, and finds it of great benefit to the schools.

Mr. Harvey asked how a county superintendent, with a whole county to supervise, could successfully put a course of study in operation when it requires the whole time of a superintendent and a principal to do the same work in every town employing ten or a dozen teachers.

Mr. Emery thought we could not have much machinery, but could only group studies, and at stated times, hold examinations.

Mr. Shaw thought there would be no great difficulty in persuading district boards to adopt a course of study, as they are already dissatisfied with the present lack of system. The fault is with the teachers, who have no faith in the matter. The grading can be done reasonably close. We must be satisfied to make a small beginning.

Prest. Bascom would leave each school perfectly free to act its pleasure in regard to the matter.

Mr. Chandler thought the whole merit of the system lay in the possibility of classification. The great diversity of the work done makes the manner of its accomplishment inferior. This might do in Prest. Bascom's New England typical district school, but not in our Wisconsin schools. He would have a course of study and would not have one group of studies begun until the one next preceding was finished.

Prest. Phelps said but little can be done for the schools until they are classified. This is not altogether an experiment. In some counties of Illinois the scheme has been in successful operation. In Indiana it is not an experiment, but a success.

Supt. Searing said that in New Hampshire such a course of study has been prepared and in operation for some years.

Mr. Lunn is in favor of a course that shall tell, in detail, what to teach and how to teach it.

Prest. Albee thought that the teacher would need a great deal of backbone to put such a course into successful operation.

The report of the Committee was adopted. A committee of five, with Prest. Whitford chairman, was authorized to draft such a course of study and to report to the Association at some future time. Adjourned to 7 this evening.

Friday Evening, Dec. 28:—Prest. MacAlister called the Association to order at 7:45. In the absence of A. A. Miller, Sec. *pro tem.*, Geo. Skewes was appointed to note the minutes of the evening session. The members of the Committee to prepare a "Course of Study for Mixed Schools" were then appointed as follows: W. C. Whitford chairman, W. H. Chandler, R. Graham, W. A. Walker, and S. Shaw.

Prest. Phelps called attention to and spoke briefly on the memorial which is to be presented to Congress in behalf of the National Bureau of Education.

W. H. Chandler presented a comprehensive and able paper on the "Super-division of Schools," which was discussed by Messrs. Maryatt, Shaw, Supt. Searing, and Prest. Bascom.

Prof. Beach read a brief paper on the "Functions of the High School in the State System of Education."

A carefully prepared paper, which elicited thorough and spirited discussion, was read by Prof. C. A. Hutchins, on the "Course of Study in High Schools." In the following discussion Prof. Howland said he felt gratified to find there was a variety of opinions on this subject, as he had had some doubts as to which of various methods should be pursued. He believed a more definite shaping of the high school course was necessary. There were strong reasons for favoring the thorough study of a few of the high school branches—so-called—in preference to the taking up of many of them more superficially, though there were also some good reasons for doing the latter.

Prof. Lovell was glad to see that the tendency to place on the school curriculum fewer branches and to do the work more thoroughly was on the gain, but thought it was not necessary that all schools should shape their courses alike; that what works well under some circumstances should be changed in other conditions.

Prof. Hardy agreed with the paper in most respects, but would give more study to the English in preference to that of Latin, in order to form a good English style for those who do not propose to take a classical course. He would not omit history, but teach it in a more natural and philosophical manner than bare chronology and detached facts. He would therefore make the English and scientific studies more prominent.

Prof. Wescott said if the high schools were to fit students for college they must do so by the study of Greek and Latin. He would prefer to drop the study of Greek, but not of Latin. Would omit a part of geometry and take in place thereof trigonometry and mensuration. More Latin can be learned in two or three years than was generally supposed. If there were one tenth as much grammar, and ten times more reading, good results would follow.

Prof. Beach recommended having some of the natural sciences taught orally in some of the lower grades, and have the children taught to use their own powers of observation. He would be sorry to have either Greek or Latin omitted from the high school course. He would have the children begin the study of mathematics at a later age, and thinks as much would be accomplished in them if they were not taken up so soon by at least two years.

Mr. Kirk, of Chicago High School, said that a course of study should be prepared without reference to fitting the scholars for any particular line of business. He believed in laying down a course that would fit for the highest citizenship.

Prof. Wescott thought that there was one branch not yet specifically named by any of the speakers, viz.: double entry book-keeping, which he would add to the course of study, and have taught orally by a competent teacher.

A running discussion by several gentlemen followed, on the propriety of studying Latin over German, and the value of studying the classical languages as a help to the study of mathematics.

Prof. Shaw suggested that the smaller high schools ought to fit pupils for the Scientific Course of the University; that the next higher schools might prepare pupils for two of the courses of study; and the larger city high schools prepare their pupils for the three courses of the University.

Prof. Hutchins presented the following resolutions, which were unanimously adopted by the Association:

Resolved, That we recognize the press as one of the chief means of intelligence, and we hereby tender thanks to editors of state papers for cheerful aid rendered to the work of the Wisconsin Teachers' Association, and we feel especially grateful to the Wisconsin State Journal and the Madison Democrat for the full reports of the proceedings of the meeting of the Association.

Resolved, That we gratefully acknowledge the courtesies extended by the hotels of Madison; by the Superintendent of Public Property at the Capitol, and hereby express our thanks to Prof. Samuel Shaw, and the City Clerk of Madison for procuring the City Hall for use of the Association; and for the reduction of rates of transportation, the Association tenders thanks to the following named railway companies: Chicago and Northwestern, West Wisconsin, Chicago, Milwaukee and St. Paul, Wisconsin Central, Wisconsin Valley, Milwaukee, Lake Shore and Western, and Sheboygan and Fond du Lac.

On motion of Prof. Salisbury, "Robert's Rules of Order" was adopted by the Association as its parliamentary guide instead of "Cushing's Manual."

Prof. Shaw introduced the following, which was adopted. *Resolved*, That this convention recognizes with great satisfaction the recent departure of the Chicago Journal in introducing into its columns a special department for educational news; we trust this example will soon be copied by the whole press of the country irrespective of political preference.

Prof. Salisbury presented the report of the Executive Committee with reference to publishing the proceedings of the Association, and moved the following: *Resolved*, That the president be empowered to make arrangements with the publishers of the Wisconsin Journal of Education for the publication of the proceedings of the Association, and the papers and reports ordered published, in a single number of the Journal, and to promise such compensation therefor as may be satisfactory to himself and them. Adopted.

On motion of Prof. Shaw, the papers of Prof. Hutchins and Mr. W. H. Chandler were ordered published in the proceedings of the Association.

Prof. Salisbury presented the following resolutions as being the sense of the Association and moved their adoption. The motion was warmly seconded with a few earnest words of commendation by Prest. Phelps, Prof. Hutchins, Prest. Bascom, and W. H. Chandler, and the resolutions were unanimously adopted by a rising vote.

Resolved, That we, the members of the Wisconsin Teachers' Association, desire to formally express our full confidence in the State Superintendent elect, Prest. W. C. Whitford, and our heartiest wishes for the success of his administration; and we do hereby pledge to him our earnest coöperation in all agencies looking to the greater efficiency of the educational agencies of the state.

Resolved, That we would convey to the out-going superintendent, Hon. Edward Searing, now for four years our honored official leader, the assurance of our continued esteem and admiration for him as a man, an educator, and a public officer.

Resolved, That we wish to congratulate him in a particular manner upon the gratifying success of his administration, and to thank him for his conscientious and fearless devotion to the interests of education in Wisconsin.

Resolved, That we do hereby express our sincere wish for his abundant future prosperity, private and professional, and our hope that he may long remain a co-laborer with us in the cause of sound education.

Supt. Searing made an appropriate response to this expression of the Association. On motion the Association adjourned to meet at the call of the Executive Committee.

JAMES MACALISTER, Prest.

A. A. MILLER, Sec. pro tem.

ILLINOIS.

PROCEEDINGS OF THE TWENTY-FOURTH ANNUAL MEETING OF THE ILLINOIS STATE TEACHERS' ASSOCIATION, SPRINGFIELD, DEC. 26-27-28, 1877. LESLIE LEWIS, HYDE PARK, PRESIDENT.

THE Association convened in the Hall of Representatives on Wednesday evening, Dec. 26, at 8 o'clock. The address of welcome was delivered by Gov. Cullom, in which he spoke earnestly of the importance and responsibility of the teacher's profession, and warmly welcomed the members of the Association to the city and to the legislative hall. President Lewis, in behalf of the Association, responded briefly, thanking the governor and the people of Springfield for the reception and courtesies extended, and welcoming the governor to the meetings. After music rendered by a Springfield band, Prof. Lewis delivered the annual address, in which he sketched briefly the history of the Association and its progress during the past year. He also spoke of the benefits of associated work in the profession, of the responsibilities and duties of teachers, and urged all to remain true to the requirements, needs, and demands of their chosen avocation, and, in closing, congratulated the Association upon its growth and prosperity during the twenty-three years of its existence, and predicted for it a bright future.

On motion of Mr. Dougherty of Mt. Morris, C. I. Parker of Chicago was appointed R. R. Secretary.

Mrs. Carpenter, the Secretary of the Association, being absent, on motion of S. A. White, of Peoria, Sarah E. Raymond, of Bloomington, was appointed Secretary pro tem. On motion the Association adjourned to meet Thursday morning at 9 o'clock.

Thursday Morning. The Association convened at Representatives' Hall at 9 o'clock A. M., with President Lewis in the chair. Prayer was offered by

Dr. Robert Allyn of Carbondale. The regular programme of the day was opened by Supt. Brooks, of Springfield. Subject, "Should our High Schools give instruction in the elements of Political Economy?" followed by J. H. Blodgett of Rockford upon the same theme. Both papers were able, and although the disputants took opposite positions, they showed a commendable zeal in their earnestness, and adherence to what they each believed to be right. Mr. Edwards of Mt. Morris, who was to present a paper upon the same theme, was unavoidably absent. At this point the discussion was arrested, and an invitation from General Harlow, Secretary of State, was extended to the Association to visit all parts of the State House. The invitation was accepted by a vote of the Association to adjourn at 11:30 and spend the remainder of the forenoon in visiting the various parts of the building. The next topic for discussion as per programme was "What can be done to develop in our students a higher taste in English Literature?" This was discussed ably by Professors J. H. Ely of Mt. Carroll, and H. L. Boltwood of Princeton. The latter argued that drill was necessary before the abstract principles and the text-book were used.

President Lewis announced the following auditing committee: John W. Hull, of Carbondale; Mary Allen West, of Knox county; J. L. Wright, of Ogle county. Dr. Bailey, of Lake Forest University, now presented a paper upon "Manners and Morals in our Public Schools," in which he urged their cultivation.

A brief recess was followed by a song from Haight Brothers of Alton, and a reading by Prof. W. H. Smith, of McLean county. Mr. Haight of Alton then read extracts from an essay which was presented by Prof. Vaile at the Ohio State Teachers' Association, whereupon the following resolution was read and adopted: "Resolved, that a committee of five be appointed by the chair which shall take under consideration the subject of reform in spelling, and report at the next session of this Association, upon the advisability, and practicability, of substituting for the present orthography a phonetic system of representation. Signed, W. B. Powell, T. Burrill, J. Hull, Robert Allyn, E. L. Wells.

Thursday Afternoon. Mr. E. A. Gastman, appointed at the meeting of the State Association in Dec. 1876, as a committee to settle with Shelby M. Cullom, Treasurer of the Educational Centennial Fund, made the following report:

"Shelby M. Cullom, Dr. to amounts received,	\$4,326.84.
{ " " " Cr. by " disbursed,	3,573.78.
{ " " " " balance paid E. A. Gastman,	753.06.
Total credits,	4,326.84.

"The amount of \$336.57 was also received from Hon. S. M. Etter, State Supt., making a total of \$1,089.63, as the remaining Centennial fund not yet expended. This sum I have placed in the hands of the Treasurer and received the proper receipt therefor."

The committee on competitive examination, appointed at the meeting of 1877, made a full report of the extent and expense of the work, through S. H. White, of Peoria. After quite an extended discussion concerning ways and means of securing better results, further consideration of the report was postponed until Friday at 11 o'clock. The financial report of the Committee was by vote referred to the Auditing Committee.

On motion of N. C. Dougherty, of Mt. Morris, the following resolution was adopted: *Resolved*, That His Excellency, Gov. S. M. Cullom, Hon. Geo. H. Harlow, Jas. McCosh, D. D., and all visitors from other states be made honorary members of the Association upon the filing of their names with the Secretary.

The report of the Committee appointed by the Association of 1877, on revision of the school law, was accepted and the Committee discharged. The next subject of discussion was "Public High Schools." Papers upon this subject were presented by Dr. Newton Bateman, of Knox College, and Dr. J. M. Gregory, of the Industrial University. The paper of the latter was read by Prof. Cook, of Normal, on account of the unavoidable absence of Dr. Gregory. Both papers were justly appreciated by the Association for their intrinsic worth. The final topic of the afternoon, "What can be done to make our pupils speak better English?" was argued by Prof. O. E. Haven, of Evanston, and J. T. Ray, of Oregon.

Voted, that a committee of three be appointed by the chair, upon the President's Address. Voted that a committee of three be appointed by the chair to take into consideration the publication of the entire proceedings of the Association. On motion of S. H. White, of Peoria, it was voted that a committee be appointed by the chair for the purpose of gathering facts relative to the matter of truancy and report at the next meeting of the Association. By vote of the Association Mr. Leslie Lewis was made chairman of that Committee. The following gentlemen were appointed by the chair upon the President's Address: Thos. Metcalf, Normal; E. A. Gastman, Decatur; W. H. Russell, Kewanee; Upon truancy, Leslie Lewis, Hyde Park; S. H. White, Peoria; A. M. Burks, Springfield.

The following gentlemen were appointed committee on the publication of the entire proceedings of the Association: W. B. Powell, Aurora; A. F. Nightingale, Lake View; E. C. Hewett, Normal. The Committee on Nominations was Mr. Everett, Jno. W. Hull, and Jno. Cook. On motion, the Association adjourned to meet in the First Presbyterian Church at 7:30 P. M.

Evening Session.—The evening session opened with prayer by Rev. Hertha and singing by a choir. Fraternal greetings from the Iowa State Teachers' Association were presented through Mr. Lewis. The remainder of the evening was devoted to a lecture by Dr. McCosh, of Princeton College. Theme, "Upper Schools Necessary to Elementary Instruction." The Association adjourned to meet at Representatives' Hall at 9 o'clock A. M., on Friday morning.

(Concluded next week.)

MINNESOTA.—O. M. Lord, superintendent of Winona county, is a most indefatigable worker, if we may judge from the number of subscriptions which he picks up for the WEEKLY. He is at work in a good county, and is evidently a success. His last annual report of the schools in his county is brimful of valuable statistics, containing a vast amount of information in a most concise form.

NEBRASKA.—State Supt. Thompson is very busy with his official duties and conducting teachers' institutes. His annual report is approaching completion, though no provision has been made for its publication.—Prof. G. E. Woodbury has recently entered upon his duties at the State University, as Professor of English Literature and Rhetoric. Prof. W. is a recent graduate of Harvard University.

MICHIGAN.—Summary of superintendent's report for first twelve weeks of current school year, at Howell: New enrollments, 459 (High school, 53, grammar grades, 159, primary, 247); number of days school, 58; average attendance, 384.48; average tardiness, 3.17; average number belonging, 403.70; per cent of attendance, 95.23; per cent of tardiness, .82; number belonging Nov. 23, 406; receipts for foreign tuition, \$215.71; number of departments, 8; number of teachers (including superintendent), 10.—A dramatic entertainment given by the school, for the school, Nov. 26, netted nearly \$50.—The metric system of weights and measures has been introduced in the public schools of Ann Arbor.

Spelling Reform Department.

Conducted by O. C. BLACKMER, Director of the Northwestern Branch of the Spelling Reform Association.

THE SPELLING REFORM.—IV.

THE following paragraphs are taken from Prof. F. A. March's address before the International Convention for the Amendment of English Orthography, at Philadelphia, August, 1876.

The new letters introduced are those recommended by the American Philological Association, and by the Spelling Reform Association, at their annual meetings in July, 1877. They are used on Prof. March's plan.

Prof. March is not, however, responsible for the spelling, that being made to correspond, as nearly as possible, to the principle given by Prof. Alex. Melville Bell, in his "Visible Speech," viz: "The principle may be safely laid down that the less difference a speaker makes between accented and unaccented syllables—save in quantity—the better is his pronunciation."

In accordance with this principle the same character is used to represent the full vowel in an accented syllable, and the corresponding stopped, or quarter vowel in an unaccented syllable. Examples, eat, eternal; mate, maternal. In Mr. James W. Shearer's "Combination Speller" the reader will find the subject of unaccented syllables most fully treated, and illustrated by examples.

That this reform of our spelling will be no hindrance to etymological students need hardly be mentioned, it has been so often explained by our great philologists. We have the records preserved of all the old forms of spelling, and scholars like nothing better than to search them out, and give them to the public, who may find them in their dictionaries. It will, however, make it harder for foreigners little versed in etymology, to recognize English words akin to their own, or to the other foreign tongues. It is thought that it will be hard to introduce this scheme; that the printers can not use it for want of types, and that no one can read it without study. These objections have force against the sudden use of the whole scheme, but may be met by its gradual introduction and by temporary expedients.

Three lines of movement are needed, one to render the new types familiar to the public, a second to carry out a system of uniform use of all the letters, a third to drop silent letters. Something may be done in each line at once, but the first naturally leads the way. The new letters may be substituted for the old ones which they resemble, when the old ones have the intended sound, without embarrassing any reader; and when the new letters have become familiar, they can be gradually used wherever their sound occurs.

* * * * *

An appeal may be made with much reason to all associations which are formed to support our free institutions and to promote Christianity, such as the freedmen's aid societies, the home missionary and the Bible societies. The freedmen will not learn the present spelling. The missionaries among the pagan populations in California and elsewhere can not use the

press to reach them. We print Bibles and other good books in strange dialects in the hope of reaching a few thousand Asiatics or Africans. An English Bible in reformed orthography may well reach millions in a single generation who otherwise would never read it.

Publishers must be brought to take an interest in the reform. Some will doubtless do so from pure benevolence and love of progress; but they ought also to have money in it. There are writers among us, scholars and popular authors, who may insist on using in their own publications more or less of reformed spelling. A single new letter is worth introducing, or a single reformed word. Many newspapers and periodicals could be easily opened in this way. Several papers are now printed in a reformed alphabet, and they may be encouraged. Merchants and other advertisers may insist on printing their business advertisements and circulars in the same manner. Dictionaries must be made, and other standard works of reference in which publishers will invest. Is it not possible that the publishers of primers and spellers may adopt a uniform statement of our alphabetic sounds, and change the names of the letters to the sounds which they oftenest represent? That would be a great gain, worth holding a convention for.

Teachers are our best hope. They need the reform most. They understand it best. They must teach it to the generation who are to use it. The way should be made easy for them. Primers, spellers, readers, and all other school-books, and other printed apparatus of the best kind should be furnished in reformed spelling. It may be made a matter of discussion and instruction in their institutes and conventions, and in their printed periodicals. The superintendents will lead the van. Win the school-room and the cause is won.

Want of faith and want of concert are the greatest obstacles to rapid progress. Scholars, especially, think how slow changes in language have been, and how little influence the learned class have exerted upon them; they sleep in the fields of Giant Despair. But year by year the power of reason increases in every form of activity, as year by year the means increase of collecting and concentrating the assent of thinking persons. What with our railroads and telegraphs and newspapers, and our societies and associations, with their meetings and conventions, it is not extravagant to say that a wider and more powerful concentration of opinion can now be effected in a single summer than would have been possible in a hundred years three centuries ago. Changes of pronunciation, general changes of spoken language, depend in great part on little known causes which work upon whole nations through their physical organization, and which we may well despair of controlling; but orthography is independent machinery over which the consent of reason has full control. Several modern languages have had their spelling reformed by the influence of learned academies, or by government; and surely no language needs reform more than ours, and no race are more ready reformers.

Practical Hints and Exercises.

THE MOUSE IN THE SCHOOL-ROOM.

(To be read aloud to the pupils of the primary grade.)

THE school-house is a much better place for mice and rats to live in than the church building. Do you know why? Who is it that brings nice pies and cakes, cheese and doughnuts, bread and butter, apples, and many other dainties in dinner-pails and baskets to school, to be partaken of at noon? In some way the mice find this out, and they build their nests between the plastered walls of the partitions, and you will see near the door-sill or corner of the room near the floor a little hole—the door to their dark and cozy little mansions, just out of your reach. What a fine place for a mouse to live in! No cats, no dogs, plenty of time to dance in the school-room after all have gone home; time to gather up the fragments of victuals that have been cast away by the children, who loved play better than their biscuit. Those most fond of sport have taken a bite or two from the slice and hurled the rest away. The exciting games of Fox and Geese, Pull Away, Leap Frog, Base Ball, Swing, or Roll the Hoop, have called them away, and the little mouse looks out of some crevice which he has for a window, and quite likely talks to himself in

this way: "What generous boys and girls are here! I am so glad that I moved my family away from that farm house over yonder! Why, I did not dare to come out of my hiding place once a day; and when I did come out I was constantly in great fear of being seized by one of half a dozen cats; and worse yet, I would often be tempted to go into a fine little trap that was set for me—having a nice bit of cheese upon the spindle."

Then this mouse had opportunity to see and learn very much; he saw, also, a great deal of mischief done by those who sat upon the back row of seats. But how glad our little mouse would be when school closed; and oh how impatient he would be if the teacher had to keep some of the naughty pupils after school; then the janitor would have to sweep after that; and then maybe there would be a spelling school just after the janitor was through sweeping, and so in this way the little mouse and family would have to go hungry for some time.

A gentleman visited a school at one time in Milwaukee, where all of the pupils were busily and quietly engaged in their studies; no classes were reciting for some time. The gentleman sat facing the back part of the school-room. The school was so quiet that the mouse supposed it had closed, so he sallied forth for bread crumbs. He had no sooner advanced a few feet from his home than two boys, whose eyes are more keen for seeing animals than words in their books, discovered the stranger, and at once commenced to laugh, open their eyes, stare, and try to make all think that they should be highly honored by making so important a discovery. The teacher said it was a very little matter to make so much ado over, and told them that if they were as quiet as the mouse the room would be still. Of course the mouse ran back into his den, but came out again, and the boys again saw him and began to laugh as usual. The teacher then said that the boy who laughed again at that mouse she would call up and punish. The mouse did not know this, so when it was again quiet out he came to get a crumb of bread that he saw and had for some time been trying to get. One bold boy laughed right out loud. The mouse went one way and the boy passed the other way—up to the teacher's desk, where was awaiting him an angry teacher with a whip in hand. The boy took his whipping much more gracefully than the teacher administered it. The little mouse was sorely frightened and hid away in his nest that he had made of a school-boy's mitten which had been left in the hall one night.

Sometimes pupils will laugh at things while school is in session which they would hardly notice at any other time. Sometimes a little two-year old visits the school and talks out loud and then those who should know better laugh aloud. These are times when we should be more quiet than ever. If we are as quiet as the mouse then will our school-room be a pleasant place for study and thought.

P.

STRAY THOUGHTS.

PEARL MONTROSE.

"I DID N'T COME," exclaimed a bright-eyed little German maiden, as she opened the school-room door one rainy morning, "I just rode all the way."

By and by other children came in, and although the scraper had been vigorously used, and bits of sticks patiently employed, the soiled little boots and shoes showed all too plainly that they had "come."

Over and over the self-same day a teacher explained an intricate problem, but no gleam of intelligent victory came to the boy's face. It was so simple, too, she could not see why it puzzled the pupil—and an impatient look rested on her face, and her voice sounded cross when she said—"Please study the example, and to-morrow be prepared to perform and explain it. You can certainly do so if you choose to try."

That night, when the last "Good night" had been returned, the teacher sat for a few minutes reviewing the events of the day; a mine of thought lay in the little girl's words.

"You grew impatient because step by step a pupil plods the hill of knowledge. May be, you Pharisaical creature, you think you never 'come' up that long hill. Did you ride all the way, that you have no sympathy for the coming travelers? Do n't you see the steep ascending path rising upward, upward, until lost in the clouds? Did n't you promise yourself to pursue it? How do you expect to perform the journey?" And her spirit looking up reverently to those who are on the distant heights, stand rebuked and answers, "I must come."

Teachers, borne by Genius, a favored few may ride to a respectable standing without an effort. Others must come slowly, with weary feet along the way. Let us not forget our own pilgrimage, and let us not cloud the thorny path-way of our pupils with frowns. It is not that they are careless or stupid. We are

to blame for our forgetfulness. We expect from the child reason and careful thought that are attained only by earnest training and mature minds. Let us ever remember that the seed-time precedes the harvest.

THE RURAL DISTRICT SCHOOLS.—NO. III.

J. W. WRIGHT, Belleflower, Ill.

A MAN at the head of a large family, and a well-to-do farmer, came to me at the beginning of a term of school and made the following rather imperative and peculiarly suggestive request,—“I want my oldest boy (who was between 15 and 16 years of age) to put in most of his time on 'rithmetic, for I think that a boy needs that most of anything on a farm. * * * * * I believe in education, for if a man can do his own 'countin' up' he stands a better chance to make money now days when a man must be pretty sharp to make anything.” (Please let my readers remember that I am dealing with facts and not fiction; that I am not coining figures to illustrate some supposed condition of affairs, but using realities to show realities.)

The above sentiment shows most clearly not only how exalted and noble(?) the motive for acquiring an education, but it also shows, with glaring forcibleness, at what a grand height(?) the standard of education is held by the mass of the men who help to shape the course of this nation by their unrestricted right of franchise. When examining this matter in its various lights, and reflecting upon the natural results of such a state of public sentiment concerning the cause of public education in our land, what earnest teacher will longer wonder at the loud and ceaseless lamentation, "Corruption!" "Corruption!" which is heard throughout the length and breadth of our country, because of the real or supposed bad state of the political affairs thereof? Why is it that men will deliberately vote for an officer to-day, and tomorrow curse him for his inefficiency or for his want of honor? It is for the same reason that our jails and penitentiaries are so much better sustained and represented than our schools. Why is it that in a land of such plenty as ours—a land of such great variations in climate, soil, and productions—a land of unrivaled facilities for enabling its people to become a peaceful, prosperous, happy, and contented nation—there is so much crime, destitution, and homeless and shameless discontent? The reason is the same as exists for the bloodshed, destruction of property, stoppage of the machinery of commerce, and the dark shadow of indefinable fear and dread that fell upon and darkened thousands of American homes, last summer, during the great strike, when frenzied men formed riotous mobs in many of our great cities, and made night—and day—hideous with their fearful imprecations, senseless threats, and unreasonable demands, proclaiming in fiendish accents the reign of king Ignorance.

No one doubts that ignorance with all its blighting effects is in no other way so effectually overcome as by confronting it with wisdom, with knowledge, with learning. No one doubts that a wise and judicious education leads to the happiness of its possessor, and what is true of the individual possessor, is also true of the family, and of the nation.

To be effectual, a system of education must be wide-spread—general, extending its peace-giving arms into every nook and corner of the land. It must sit enthroned in the magnificent homes of the opulent, and in the comfortable abodes of the less wealthy, swaying its moderating scepter over subjects who are taught that true and humble obedience is the surest passport to happiness. It must take up its abode with the humble cottager and be loved and cherished for the comforts it brings. It must constantly cheer, by its presence, the drooping spirits of the poverty-stricken, and lift up their heads with a consciousness of the divinity within them. It must gain an entrance to the dens of wickedness and crime, and breathe into the lurking-places of the vile and abandoned.

The essentials of such a system of education are found in our noble free school system. This system, complete in its frame-work, has been thoroughly tested. Surely the fidelity, earnestness, intelligence, and learning of the grand army of American teachers warrant us in hoping that they will speedily unite in an effort to perfect, complete, and put into effectual working order our school system, so as to reach what are justly termed the foundation of education—the common schools.

THE DEFECTS OF PUBLIC SCHOOLS.

A T A recent meeting in Boston, of the school committees and superintendents of Norfolk County, one speaker said one result of the teaching in our common schools was the inability to think. Our schools are all wrong. Ask a question of a young lady in the high school, and if she has no quotation

from a book on the end of her tongue, she replies that she does not know. Another member said that it is *how* to teach that our primary teachers want to understand, rather than *what* to teach. That is the main idea. He would have pupils taught by topics rather than from page to page. The quality of a teacher is regulated by the freedom which is allowed to him or her. Colonel Parker, of Quincy, attacked the A B C method, which is opposed to the science of education. Our method of teaching by text-books, also, from page to page, is false. A science is taught by steps. The first two years of primary education are the most important; and if that is wrong, there is no teacher in the universe who can eradicate the vitiation the child has received. The schools with teachers of ignorance are common. "How many stupid teachers there are in this Commonwealth! Don't rear your costly and magnificent reform schools, but let the children be sent into the wide, wide woods and by the airy shore. Do not force them to sit in the presence of so much petticoated and pantalooned ignorance."

FROUDE ON AMERICAN SCHOOLS.

"I go to a school in New England," said the historian Froude, in a recently published article, "where the modern system is developed in its highest completeness. I see the most admirable mechanical arrangements. Ancient languages and modern science and art, history and philosophy, poetry and mathematics, nothing is omitted, nothing is unattempted, and progress is made in all. * * * Yet the experiment has now continued for a generation or two, and the fruits are less apparent than they ought to be. A better education should have produced more vigorous original thinkers; a more elevated standard of taste; information more exact as well as more diffused, and nobler principles of action. * * * We may look down as much as we please on our grandfathers' ideas; but their notions on this subject were more rational than ours. We ought not to set before a boy the chance of becoming president of the republic or president of anything. We should teach him first to be a good man, and next to do his work, whatever it may be, as well as it can possibly be done. It is better that a boy should learn to make a shoe excellently than to write bad exercises in half a dozen languages."

A discussion in the Convention of Librarians, at London, brought out some curious facts concerning the British Museum. Several speakers advocated the compiling of a complete catalogue of the books in the Museum, which, it is estimated, would cost not less than \$1,500,000. It would have to contain 3,000,000 titles. A quarter of a century would be taken up in the printing of the catalogue, and by that time there would be an accumulation of 300,000 to 400,000 new titles.

A GRAMMATICAL TRAGEDY.

SALLY SALTER, she was a young teacher, and taught,
And her friend, Charley Church, was a preacher, who praught,
Though his friends all called him a schreecher, who scraught.
His heart, when he saw her, kept sinking and sunk,
And his eye, meeting hers, kept winking and wunk;
While she, in her turn, fell to thinking and thunk.
He hastened to woo her, and sweetly he wooed,
For his love grew until to a mountain it grewed,
And what he was longing to do, then he doed.
In secret he wanted to speak, and he spoke,
To seek with his lips what his heart long had soke;
So he let the truth leak, and it loke.
He asked her to ride to the church, and they rode;
They so sweetly did glide, that they both thought they glode,
And they came to the place to be tied and were tode.
And homeward, he said, let us drive, and they drove,
And as soon as they wished to arrive, they arrove,
For whatever he couldn't contrive, she controve.
The kiss he was dying to steal, then he stole,
At the feet where he wanted to kneel, there he knole,
And he said, "I feel better than ever I fole."
So they to each other kept clinging, and clung,
While time on swift circuit kept winging, and wung;
And this was the thing he was bringing, and brung;
The man Sally wanted to catch, and had caught—
That she wanted from others to snatch, and had naught—
Was the one that she now liked to scratch, and had scaught.
And Charley's warm love began freezing, and froze,
While he took to teasing, and cruelly toze
The girl he had wished to be squeezing, and squeeze.
And she answered, "I promised to cleave, and I've cleft."
"Wretch!" he cried, when she threatened to leave him, and left,
"How could you deceive me as you have delect?"

—Punchinello.

PAMPHLETS RECEIVED.

COMMON Schools of Pennsylvania. Report of the Superintendent of Public Instruction of the Commonwealth of Pennsylvania for the year ending June 1, 1877. J. P. Wickersham, Superintendent Public Instruction. *Rules and Regulations, Course of Study, and Text-books of the Public Schools of Tama City, Iowa, 1876.* Frank B. Gault, Superintendent.

Rules and Course of Study for the Meredosia Graded School. Joseph Harker, Principal.

Fifteenth Annual Catalogue of the Officers and Students of Northwestern College, 1875-76. Naperville, Du Page Co., Ill. Rev. A. A. Smith, A. M., President; Rev. Wm. Huelster, Treasurer.

University of Michigan. The President's Report to the Board of Regents for the year ending June 30, 1877. James B. Angell, President.

NEW BOOKS FOR TEACHERS.

[Any book named in this list may be obtained by forwarding the price to the publishers of THE EDUCATIONAL WEEKLY.]

- ATKINSON.—Ganot's Physics. Elem. Treatise on Physics, Experimental and Applied. For the use of Schools and Colleges. Tr. and ed. from *Ganot's Elements de Physique*. By E. Atkinson, Ph. D. Illus. 12mo, pp. 919. Wm. Wood & Co. \$5 00
- BARTLETT.—Familiar Quotations. Being an attempt to trace to their source passages and phrases in common use. 7th ed., rev. and greatly enlarged. 12mo. Little, Brown & Co. \$3; hf. cl., \$5; cl., \$6; mor., 6 50
- BELLOU.—Christopher Columbus and the Discovery of the New World. By Marquis de Bellou. Tr. by R. S. H. With 6 etchings and 51 wood engs., designed and eng. by Leopold Flameng. 4to, pp. 217. Gebbie & Barrie. 12 50
- BIGELOW.—The Tariff Policy of England and the United States contrasted. By Erastus B. Bigelow. 8vo. Little, Brown & Co. 75c.; paper, 50
- GAMBLE.—Manual of the Common Schools of Fayette County, Ind. With Historical Sketches. By J. S. Gamble. 16mo, pp. 28. Paper. P. G. Thomson. 10
- LACROIX.—Science and Literature in the Middle Ages. By Paul Lacroix. Illus. with 15 chromo-liths. and 230 wood engs. 4to, pp. 600. D. Appleton & Co. \$12; hf. cl., \$15; cf., \$18; lev. mor. 25 00
- LUEBKE.—Outlines of the History of Art. By Dr. Wilhelm Luebke. A new translation, ed. by Clarence Cook. In 2 vols. Vol. 1. Illustr. 8vo, pp. xix, 571. Dodd, Mead & Co. 7 00
- RAFTER.—Mechanics of Ventilation. By Geo. W. Rafter, C. E. (Van Nostrand's Science Series, No. 33.) 18mo. Bds. D. Van Nostrand. 50
- TAINE.—History of English Literature. By H. A. Taine. New ed. 2 vols. in one. 8vo. Henry Holt & Co. 4 00
- TANCOCK.—An Elementary English Grammar. By Rev. O. W. Tancock, M. A. (Clarendon Press Series.) 16mo, pp. iii, 92. Macmillan & Co. 75
- WEISBACH.—A Manual of the Mechanics of Engineering, and of the Construction of Machines. Designed as a Text-book for Technical Schools and Colleges, and for the use of Engineers and Architects, etc. By Dr. Phil. Julius Weisbach. Vol. 2. Application of Mechanics to Machines. Sec. 2. Hydraulics and Hydraulic Motors. Transl. from the fourth augmented and improved German ed., with the authorization of Dr. Alvin Weisbach, by A. Jay DuBois, Prof. of Engineering in the Sheffield Scientific School, Yale Coll. With 380 illa. 8vo, pp. 738. Wiley & Son, 6 00
- WHITNEY.—A Compendious German and English Dictionary with Notation of Correspondences, and Brief Etymologies. By William D. Whitney. (Assisted by A. H. Edgren. 12mo. Henry Holt & Co. 3 50

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